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ABSTRACT

The teacher preparation program at the University of Northern Iowa provides four years of field-based experiences in varying degrees of involvement. Using the University's laboratory school, the University-sponsored daycare and clinic facilities, and local public and private schools, education majors are placed close to the main campus. In the first level of the field experience, the student acquires direct and indirect teaching experience and undertakes observational, interpretational, and Piagetian projects. The second level is designed to provide an understanding of the teacher as change agent in the learning process by increasing the students' time and responsibilities in the classroom and by involving them in the identification of pupil motivations and tutoring needs. Student teaching experience for those specializing in early childhood education is offered one day a week, with a second day devoted to visiting a variety of school settings. During the second level, instruction given the student teachers in programming for handicapped learners leads to supervised classroom experiences. A remedial reading program provides intensive course work in classroom, clinic, and remedial school settings. (FG)

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"Practicum with Four Year Graduated Involvement: A Teacher Education Model"

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At the University of Northern Iowa, the teacher preparation program provides for graduated involvement in field-based experiences through the four years. Each practicum is designed to provide insights and skills appropriate for the particular level of professional education with increasing opportunities to assume responsibility.

Historical Bases for Practicum

In the early years of American education, teacher preparation was self-perpetuating with modification occurring only through the intuition of a resourceful,dedicated individual who experimented and changed through trial and error. By the end of the nineteenth century and into the twentieth century, on-the-job training was the established pattern of teacher preparation. Normal education introduced the element of child studies and learning theory but continued to rely heavily on the guidance of a single supervising teacher.

Recognizing the influence of practical experience, universities began establishing laboratory schools in which prospective teachers could develop their skills in a controlled environment with the guidance of master teachers (Van Til, 1969).

In the 1950's teacher training was replaced by professional education with 4 or 5 year preparation programs required for certification in most states. Research was revealing a great deal about

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intellectual development, varying learning styles, and the effectiveness of different instructional approaches. It was recognized that teachers needed a broad background in child development and learning theory in order to be able to make decisions which would individualize curriculum and instruction. Teacher education began to take a more eclectric approach.

During the same period, school population grew at an alarming rate. Laboratory schools could no longer accomodate the numbers of teacher candidates needed to staff the schools. Therefore, student teaching centers were established in the public schools. Through a coordinator, a link was maintained with the parent universities.

The Coleman Report indicated a need for more variety in teacher education in order to better prepare professionals to work effectively with different student populations. The National Elementary and Secondary Act provided for more specialized teachers. As the program was expanded to accomodate this need, practica in approval areas were designed to correlate with corresponding course work. Experiences were provided to enable students to apply skills during those periods when supportive course work was being introduced.

Sites for Field-Based Experiences

The goal of the total program is to help students move to the other side of the desk and develop confidence, poise, and teaching skills. The University of Northern Iowa has a laboratory school with

grades nursery school through twelfth. There are also a day care center and clinic areas located in the Education Complex. These provide for continuous interaction with children as an integral part of university courses. In addition to these university administered programs, students are placed in private schools, and public schools in large and small (K-12) systems in close proximity to the main campus.

The campus is located in a mid-sized community surrounded by several small rural communities and adjacent to Waterloo, a larger industrial community. The excellent cooperation of the public and private schools in the area makes it possible to provide diverse experiences with children prior to student teaching.

Because the university graduates approximately 1,000 teachers annually, local schools cannot accomodate all the student teachers. Therefore, fifteen student teaching centers are located throughout the state. Each center has a coordinator who is a member of the university faculty. Teachers and administrators who work with student teachers report that the quality and frequency of the field experiences enables them to gain greater benefits from the final phase of the program.

PRACTICA GOALS AND OBJECTIVES

The Common Professional Sequence

Level One

20:017 - Field Experience (Interpersonal Patterns) - one semester hour

Experience Setting: Students are assigned to a classroom setting, within the Waterloo-Cedar Falls public and private schools, which reflects their grade and/or subject level preference to the extent possible. Students participate for a four hour per week block of time during the entire semester. This experience is designed to meet the following objectives:

Objectives:

1. The student will acquire direct and indirect experiences, within the public and private schools of the Cedar Falls-Waterloo community, of the
   a. ways schools function
   b. roles and responsibilities of teachers
   c. behavior of students
2. The student will undertake an observational and interpretational project concerning physical and motor development by
   a. making a one-hour observation of the field experience class emphasizing physical and motor traits, characteristics and/or behaviors of the public and/or private school students
   b. interpreting the observation as it would be used by the student as a teacher
   c. reporting the observation and interpretation
3. The student will undertake a Piagetian project which will include

a. giving the appropriate Piagetian task to one student at the field experience site
b. summarizing the results and conclusions gained from the student's behavior while doing these tasks
c. indicating the cognitive level at which the student is functioning
d. recommending specific techniques or procedures to be used by a teacher
e. reporting the summary and recommendation to the 20:017 instructor

4. The student will undertake a project concerning the social and emotional development of students at the field experience site by
   a. developing a checklist and a rating scale of the observable dimensions of traits or characteristics of the developmental age of the observed students
   b. observing one student at the field experience site utilizing the checklist and rating scale
   c. interpreting the behavior as it would be used by a teacher
   d. reporting the observation and interpretation

Level Two

20:018 - Field Experience (Teacher as Change Agent) - one semester hour

Objectives: The student will undergo direct experiences at Malcolm Price Laboratory School designed to increase his/her understanding of the learning process and apply skills for facilitating that process by:

1. Taking part in participatory experiences involving a minimum of 20-30 hours actual classroom time
2. identifying learners whose behavior indicate a desire to learn and those who are not so inclined, comparing and contrasting these varied student approaches to learning and the consequences that result from these approaches
3. listing factors within the classroom which seem to increase the interest of students in learning, as well as those factors which diminish this interest
4. isolating the contribution the teacher and peer groups make to each of these factors
5. preparing a paper entitled "The Classroom as a Psycho-Social System: the Impact of Teacher Leadership Decisions"; attending a seminar devoted to the discussion of that topic; or attending a personal conference that will consider

a. the purposes, characteristics, and consequences of teacher-teacher and teacher-pupil communications and the cumulative effect of these communications upon the conduct of a classroom teacher's daily responsibilities

b. the composition and characteristics of the observed classroom group, particularly the ways in which classroom peer groups aid or impede the teacher's effectiveness

c. the impact of the teacher upon classroom climate and the productivity of the group, illustrating the relationship between the teacher's perception of leadership and the attitudes of students toward course goals and group membership

d. the influences and possible results of the 20:018 student's own leadership preferences as a prospective teacher, and the ways these preferences are likely to be expressed in relationships with colleagues and pupils and in management of a class

6. demonstrating his/her conceptual command of learning principles and practices by engaging in at least one of the following activities

a. tutoring a student through at least one unit of instruction

b. teaching a lesson or portions of several lessons and/or

c. working with small groups of students

and by preparing a paper that includes a consideration of all eight of the following teaching functions

a. objectives

b. pre-assessment

c. motivation

d. activities and materials

e. assessment

f. remediation

g. incentives

h. transfer

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EARLY CHILDHOOD EXPERIENCE

Those who specialize in the education and care of pre-school children are expected to be familiar with day care centers, nursery schools, and public school kindergartens. Organization and programs vary depending upon needs of the students, the nature of the facility, and how they are administered.

Student teaching will be in a public school kindergarten, therefore this course is intended to provide experience in a preschool setting

which serves younger children. The semester is organized to enable the student to work one day a week in a nursery school or day care center. The second day each week will be devoted to visitations in a variety of different schools. In this way the student can put into action methods from the course 21:105 (Learning Experiences of Young Children) while observing one group of children. At the same time the student can become acquainted with a variety of preschools. Opportunities are provided for work with children of different ages and backgrounds.

Objectives:

1. Students will begin to develop realistic expectations as they plan and conduct learning experiences for preschool children.
2. Students will become acquainted with classroom routine and the role of the teacher.
3. Students will have an opportunity to try a variety of approaches to learning and will begin to develop their own teaching style.
4. Students will have an opportunity to survey a whole spectrum of preschools in order to provide a broad base for building a professional philosophy.
5. Students will be able to test methods and materials.
6. Students will be able to apply methods and work with materials which are introduced in other courses in the professional semester.
7. Students will have an opportunity to develop a working relationship with professionals in the field.

SPECIAL EDUCATION

During the Phase I and Phase II practica, students are provided the opportunity to program for one and groups of handicapped learners variously categorized as Educationally Handicapped (EH), Mentally Disabled (MD), Emotionally Disabled (ED), Chronically Disruptive (CD), Learning Disabled (LD),or Severe/Profound Multiple Handicapped (SPMH). During these practica the students must successfully meet the following criteria:

Objectives: Phase I

1. Interview parent and teacher and record clear statement of problems
2. Design criterion reference test and select reinforcers to be empirically verified
3. Administer criterion reference test and verify reinforcers
4. Write appropriate terminal behavior reflecting diagnostic findings and provide task analysis of teaching steps

5,7,9,11,13. Prescribe appropriate objectives and means to achieve them

6,8,10,12,14. Execute prescribed program for pupil

15. Final evaluation and summary of pupil's progress

AND

Demonstrate professional behavior

Phase II

1. Observe and behaviorally state the procedures within the assigned group practicum setting

2. Observe and record behavior patterns of pupil and teacher/peer interactions
3. Individual pupil analysis based on formal and informal diagnostic procedures
4. Analysis of group patterns of behaviors and implications for group programming
5. Mid-practicum Lab Assistant rating (professionalism)
6. Develop first coordinated lessons terminal and pre-test
7. Based on approved terminal objective develop an instructional plan leading to terminal objective
8. Execute first coordinated lesson
9. Evaluation of first coordinated lesson
10. Second lab rating (professionalism)
11. Supervising teacher rating (professionalism and teaching skill)
12. Develop second coordinated lessons terminal and pre-test
13. Based on approved terminal objective develop an instructional plan leading to terminal objective
14. Execute second coordinated lesson
15. Evaluation of second coordinated lesson

REMEDIAL READING EXPERIENCES

The remedial reading program provides intensive course work in the teaching of reading and language arts in classroom, clinic, and remedial-

school settings. Malcolm Price Laboratory School is used for classroom settings for the first experience in teaching corrective reading. The Reading Clinic, operated in the Department of Curriculum and Instruction, serves as the site for supervised practica experiences in clinical reading. The local public schools serve as the remedial school settings for the field experience.

Objectives:

1. To define the components of the reading process
2. To define reading problems
3. To construct, administer, and interpret reading inventories
4. To determine the nature and extent of reading problems
5. To become familiar with informal and formal means of assessment in reading and related areas
6. To become familiar with teaching techniques in remediation of reading difficulties.
7. To become proficient in selecting materials and planning programs for remedial readers
8. To learn to write clear, concise, and accurate reports of diagnosis and remediation activities
9. To learn to conduct follow-up evaluations and modify programs accordingly
10. To assist classroom teachers in differentiating reading instruction
11. To interpret reading programs to parents.

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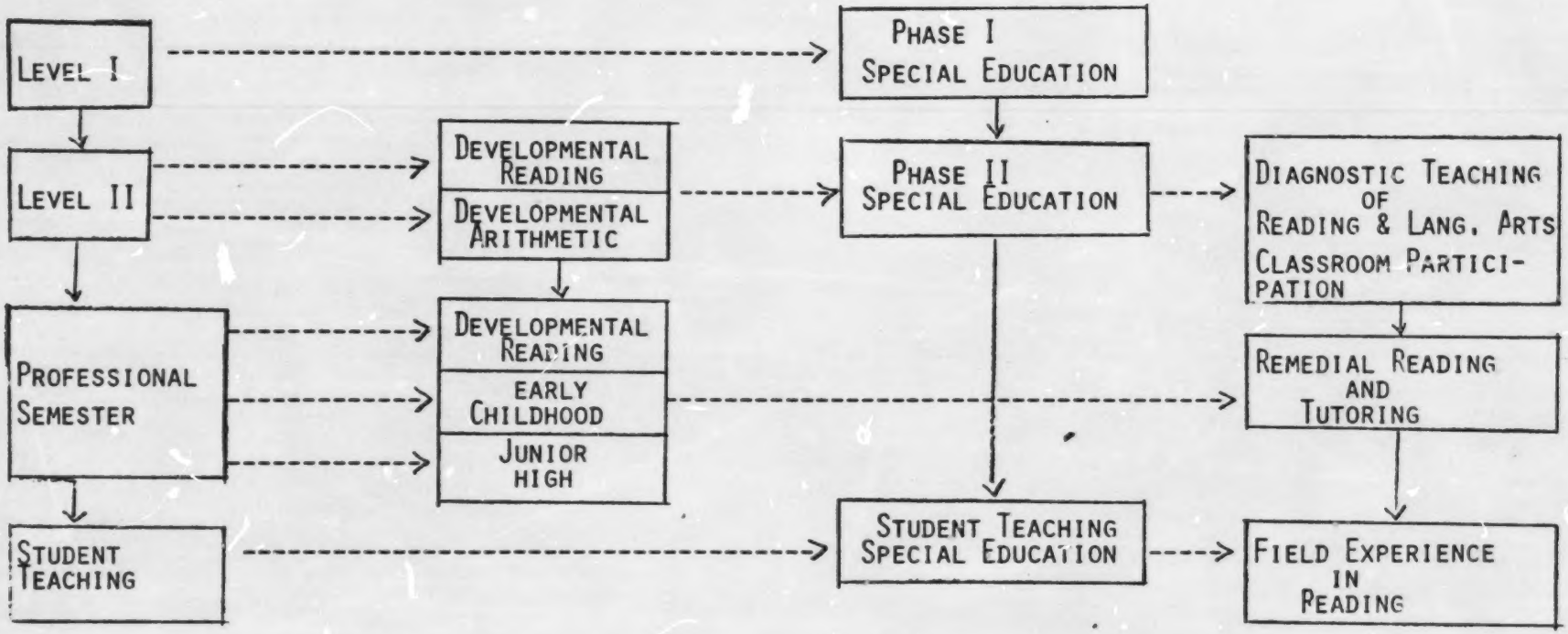
PROFESSIONAL SEQUENCE				SPECIALIZED SEQUENCES	
	Majors	Classification	Focus	Special Education	Remedial Reading
Level I (half day weekly for full semester)	Early Childhood Elementary Middle School/ Jr. High Secondary	Second semester Fr. or First semester Soph.	Exploratory Assists teacher in routine tasks		
Level II (half day weekly for full semester)	Early Childhood Elementary Middle School/ Jr. High Secondary	First semester Soph. or Second semester Soph.	Tutorial and small group instruction	Phase I Phase II	Diagnostic Teaching of Reading and Language Arts
Professional Semester (one week full day)	Early Childhood (Kdg) Elementary Middle School	Second semester Jr. or First semester Sr.	Total group management, planning and instruction within established curriculum		Remedial Reading w/ Tutoring
Student Teaching (9 weeks full day in major followed by 9 week half day for each approval area)	Early Childhood (Kdg) Elementary Middle School/ Jr. High Secondary	First semester Sr. or Second semester Sr.	Assists teacher Shares responsibility Assumes responsibility for planning and instruction	Special Education Student Teaching	Field Experience in Reading


LEVEL I
LEVEL II
PROFESSIONAL SEMESTER
STUDENT TEACHING
DEVELOPMENTAL READING
DEVELOPMENTAL ARITHMETIC
DEVELOPMENTAL READING
EARLY CHILDHOOD
JUNIOR HIGH
PHASE I SPECIAL EDUCATION
PHASE II SPECIAL EDUCATION
STUDENT TEACHING SPECIAL EDUCATION
DIAGNOSTIC TEACHING OF READING & LANG. ARTS CLASSROOM PARTICIPATION
REMEDIAL READING AND TUTORING
FIELD EXPERIENCE IN READING